



**1. COURSE DESCRIPTION:**

This course provides an introduction to the profession of nursing. The philosophy and constructs of the nursing program will be examined. The role of nursing and its evolution in society will also be explored, as will the relationship between theory, practice and research. Participants will be introduced to the process of critical reflection, and reflective learning. Opportunities will be provided for participants to examine professional practice (nurses' work) in a variety of settings.

**11. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****Ends-in-View**

1. Develop an awareness of the profession of nursing and nursing roles.
2. Describe the concept of nursing as an evolving profession.
3. Demonstrate awareness of professional standards to gain insight into nursing practice.
4. Develop a plan to promote and enhance self-directed learning by exploring various learning styles and ways of knowing.
5. Develop an awareness of the philosophy, beliefs, and values upon which the program is built.
6. Develop a beginning understanding of group process to enhance collaboration with peers.
7. Develop a beginning understanding of nursing research to become an informed consumer.

**PROCESS**

The learning activities in this course are designed to assist learners to experience many of the predominant values in nursing, with a view to understanding the basic concepts of the course. Development of your own values will be a necessary consequence. Selected learning experiences will provide opportunities for examination and development of such values. Observation, critical reflection and a variety of seminars and in-class activities will be the format. Active participation and engagement by learners, and self-reflection in dialogue with classmates, all guided by faculty, will allow exploration and formation of all concepts in each learner's unique way.

**111 TOPICS**

Course contents will be organized around the following concepts and topics as listed below.

Week	Date	Topic	Assignment
1	Sept 13-15	Introduction to Course and Program Philosophy	
2	Sept 20-22	Introduction of Nursing Profession/ Professionalism	
3	Sept 27-29	Research	
4	Oct 4-6	Image of Nursing	<b>Midterm in class</b>
5	<b>Oct 11</b>	<b>THANKSGIVING DAY (NO CLASS)</b>	
5	<b>Oct 11-13</b>	<b>Independent Study</b>	
6	Oct 18-20	Nursing Process/ Critical Thinking	
7	Oct 25-29	BScN Fall Study Week	
8	Nov 1-3	Collaboration/Group Process/Conflict Resolution	<b>Essay due</b> <i>Nov.2nd at 0830hrs</i>
9	Nov 8-10	History of Nursing/ Nursing Theory	
10	Nov. 15-17	Evidence Based Practice	
11	Nov. 22-24	Social/Cultural Context of Nursing	<b>Group Project</b> <b>Essay due Nov. 29</b> <i>0830 hrs</i>
12	Nov. 29-Dec.1	<b>Presentations</b>	
13	Dec6.	<b>If necessary - Presentations</b>	

**Final Exam will be scheduled during exam period.**

Sequencing of topics/assignments is subject to change based on teaching/learning needs.

#### IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

North Eastern Ontario Collaborative Nursing Program, Bachelor of Science Degree in Nursing Student Manual.

Weekly learning activities posted on WebCT.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

College of Nurses of Ontario. (2009). *Compendium of standards*. (Order at: [cno@cnomail.org](mailto:cno@cnomail.org) or by calling 1-800-387-5526 or by downloading from [www.cno.org](http://www.cno.org))

Potter, P., & Perry, A. (2009). *Canadian fundamentals of nursing*. (Revised 4<sup>th</sup> ed.). Toronto, ON: Mosby.

Wilkinson, J.M. (2007). *Nursing Process and Critical Thinking* (4<sup>th</sup> ed.)

Anderson, C.E., Carrell, A.T., & Widdifield, Jr. J.,L. (2010). *What Every Student Should Know About ... Citing Sources with APA Documentation*

***Several of these texts are also required materials for other nursing course in the BScN program***

#### V. EVALUATION PROCESS/GRADING SYSTEM:

The following semester grades will be assigned to students:

<u>Grade</u>		<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	

X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.
NR	Grade not reported to Registrar's office.
W	Student has withdrawn from the course without academic penalty.

***NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grades are an interim grade and are subject to change.***

### **GRADING SYSTEM:**

**The passing grade for this course is a “C” (60%). All evaluation strategies must be submitted in order to receive a credit for the course.**

**Students will be evaluated on the following basis:**

<b>EVALUATION</b>	<b>MARKS</b>
Midterm Exam	15%
Essay	30%
Group Project	30%
Final Exam	25%
Total	100%

### **V1 GUIDELINES FOR WRITTEN ASSIGNMENTS**

Please refer to your Student Manual on policies regarding assignments. Guidelines regarding the marking of assignments will be followed for each assignment. All written assignments must use APA format. **Two copies** are required for submission of all formal papers. A second copy should be emailed to the course professor by the due date. All assignments are due at the beginning of class unless otherwise directed.

**LATE ASSIGNMENTS WITHOUT AN EXTENSION REQUEST AHEAD OF TIME (PRIOR TO THE BEGINNING OF CLASS) WILL BE GIVEN A ZERO GRADE. TO RECEIVE APPROVAL FOR LATE ASSIGNMENTS YOU MUST PRESENT ALL YOUR WORK UP TO THE POINT OF THE DUE DATE.**

Students may lose up to 10% of the total possible marks for an assignment because of poor form and writing style. It is expected that students who have experienced difficulties with writing competency in past courses will seek writing assistance prior to submission of the formal paper.

### Requirements for Essay

#### PURPOSE

The purpose of the assignment is to develop skills in essay writing through the exploration and analysis of an issue relevant to the discipline of nursing using the nursing and health care literature. In writing the essay, learners will:

- Identify and articulate a clear thesis statement which will form the basis of the essay.
- Search and identify *relevant* journal articles from nursing and/or health care literature.
- Use the literature to support/defend the thesis statement.
- Demonstrate appropriate use of APA to format the essay.
- Demonstrate beginning critical thinking skills by describing and analyzing an issue of importance to the discipline of nursing.

*Please note that to demonstrate an understanding of the issues and arguments presented in the essay, learners are encouraged to paraphrase viewpoints in their own words with appropriate referencing of ideas and avoid direct quotations from the literature.*

#### **PAGE LIMIT**

Essays are a maximum of three pages in length, excluding reference list and appendices. Essay content beyond three pages will be excluded from grading.

#### **DUE DATE**

Essays are to be submitted in my office D1200 on **Monday, November 2, 2010 at 0830 hours**. Submit one hard copy of the essay, one **clean** copy of each of the three selected articles from the nursing or health care literature. A second electronic copy of the essay *without articles* is to be emailed to the Course Professor via Safe Assign. on the same due date.

## GUIDELINES FOR WRITING THE ESSAY

Select **one** of the following topics listed below to develop a thesis statement.

In writing the essay, you must use **at least three articles** from the literature to defend/support a thesis statement.

For the essay,

- **“thesis statement”** refers to a clearly worded, concise opinion or proposition. The thesis statement should be clearly stated in the essay’s introduction and then supported throughout the essay by providing arguments and evidence from the literature
- **“literature”** refers to articles published in nursing or health care journals and does not refer to textbook chapters. Information from nursing textbooks may be used for gaining background on your selected topic and referenced accordingly but cannot be used as the main sources for developing arguments to support your thesis statement.

### List of topics: (choose one)

1. Using the literature, defend or refute the following statement:  
“Within the health care team, nurses have a unique contribution to patient care”
3. Using the literature, defend or refute the following statement made by a nurse theorist:  
“Caring is the essence of nursing”.
4. Using the literature, defend or refute the following statement:  
“Collaboration among health care disciplines is the link to patient-focused care and better patient outcomes”.

### *Grading Scheme for Essay*

COMPONENTS	GRADING
Identify and develop a clear thesis statement.	8
Present 3 distinct points of discussion to defend or refute the thesis statement.	
Describe the context and significance of the thesis statement using literature.	

<p>Critical thinking:</p> <ul style="list-style-type: none"> <li>• analysis of the points of discussion must:             <ol style="list-style-type: none"> <li>1. identify the reasons supporting the points of discussion</li> <li>2. incorporate counterclaims</li> <li>3. demonstrate critical thinking</li> <li>4. provide supportive use of the literature</li> </ol> </li> </ul>	12
<p>Appropriate APA formatting:</p> <ul style="list-style-type: none"> <li>• title page</li> <li>• body of paper</li> <li>• accurate and relevant citing and referencing of the literature</li> <li>• academic writing</li> <li>• reference list</li> </ul>	10

- **TOTAL 30% of course grade**

## **REQUIREMENTS FOR RECRUITMENT GROUP PROJECT**

### **PURPOSE**

The assignment will allow for the experience of working in groups while completing a comprehensive creative exercise. The project will explore recruitment of nurses; an issue of great importance in the current healthcare system. The project will also allow learners the opportunity to: investigate current public views related to nursing and recruitment (interviews), examine current scholarly literature related to recruitment and nursing image, and apply research to an intervention strategy and tool created to promote the recruitment of nurses to the profession. Learners are expected to collaborate and work together to complete the assignment.

### **PAGE LIMIT**

Group project papers must be written within a four page limit, excluding reference list and appendices. Content extending beyond the four page limit will be excluded from grading.

### **DUE DATE**

One final paper of the group project will be submitted to the professor by week twelve on Monday, November 29 2010 at 0830 hours.

### **GUIDELINES FOR GROUP PROJECT**

A working group will consist of five learners. The project consists of four parts: interview, intervention strategy and or tool, essay, and presentation.



**PART I: INTERVIEW**

Interview one nursing professional and one individual not in nursing regarding their thoughts on nursing and ways to recruit nurses into the profession. The interview process will provide **themes** for analysis. Questions to discuss include:

Nursing Professional:

1. Could you talk about what made you consider the nursing profession as a career?
2. What elements of the nursing profession do you think lead people away from considering nursing as a career?
3. If you were to develop a program to promote the recruitment of nurses to the profession, what elements do you think are the most important to include?

Non-nursing Individual:

1. Could you talk about why you did not choose to go into a career in nursing?
2. What elements of the nursing profession do you think lead people away from considering nursing as a career?
3. If you were to develop a program to promote the recruitment of nurses to the profession, what elements do you think are the most important to include?

**PART II: INTERVENTION STRATEGY AND OR TOOL**

The group is to create an intervention strategy and or tool for the recruitment of nurses to the profession in light of the identified themes captured in the interview data. Refer to Recruitment Group Project Tool for further guidance. Created intervention strategies and or tool are theoretical in nature, and therefore are unintended for implementation purposes.

If given this opportunity, describe in detail an intervention strategy and or tool that you could utilize for the recruitment of nurses to the profession. Provide literature evidence to support your approach. Intervention strategy and or tool will be marked on creativity, and quality. It could be in any format – multi-media, information package, poster, story book, or other.

**PART III: ESSAY**

The group will explore and identify themes from the interview data regarding recruitment of nurses to the profession. Refer to Recruitment Group Project Essay Marking Scheme.

**PART IV: PRESENTATION**

Each group will have 10 minutes to present their created intervention strategy and or tool. Presentation should include: a description/explication of the intervention strategy and or tool; evidence supporting the intervention strategy and or tool; and presentation of intervention strategy and or tool to the class. Refer to Recruitment Group Project Presentation Marking Scheme.

*Recruitment Group Project Essay Marking Scheme*

COMPONENTS	GRADING
Plan for the paper: <ul style="list-style-type: none"> <li>Describe significance and relevance of recruitment to the profession of nursing</li> </ul>	2
Interview report and literature review: <ul style="list-style-type: none"> <li>Review the overall themes from the interview data</li> <li>Compare identified themes to current literature on recruitment</li> </ul>	7
In light of identified themes in the interview: <ul style="list-style-type: none"> <li>Describe a strategy and or tool for the purpose of recruiting nurses</li> <li>Explain effectiveness and appropriateness of chosen intervention strategy and or tool</li> </ul>	6
Appropriate APA format: title page, body of paper, accurate and relevant citing and referencing of the literature, academic writing, reference list.	5

**Essay - 20 marks**

*Recruitment Group Project Presentation Marking Scheme*

<b>Group Identification: Names:</b>	
<b>COMPONENTS</b>	<b>GRADING</b>
Description of Intervention Strategy and or Tool	<b>4</b>
Evidence Supporting Intervention Strategy and or Tool	<b>4</b>
Presentation (time management, participation of group members)	<b>2</b>

**Essay - 30 marks**

**V11 SPECIAL NOTES:**

**ATTENDANCE:**

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore:

1. Attendance at scheduled exams and presentations is mandatory for all learners.
2. Missed assignments, presentations, and examinations will be graded "0".
3. Learners must submit all assignments and complete all exams to be eligible for a final grade in NURS 1056.

**V111 COURSE OUTLINE ADDENDUM:**

**The provisions contained in the addendum located on the portal form part of this course outline**